OVERVIEW

BERKELEY TOWNSHIP ELEMENTARY SCHOOL

OCEAN

BERKELEY TWP

GRADE SPAN   05-06

10 EMORY ROAD

BAYVILLE, NJ 08721

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.
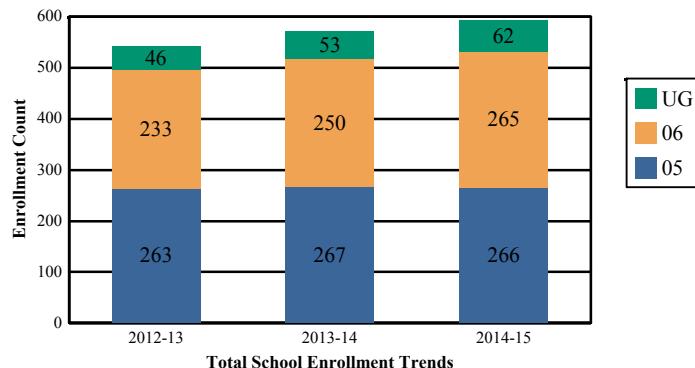
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

State of New Jersey
2014-15

29-0320-025
BERKELEY TOWNSHIP ELEMENTARY SCHOOL
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DEMOGRAPHIC INFORMATION
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GRADE SPAN   05-06

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	542
2013-14	570
2014-15	593

Enrollment by Gender

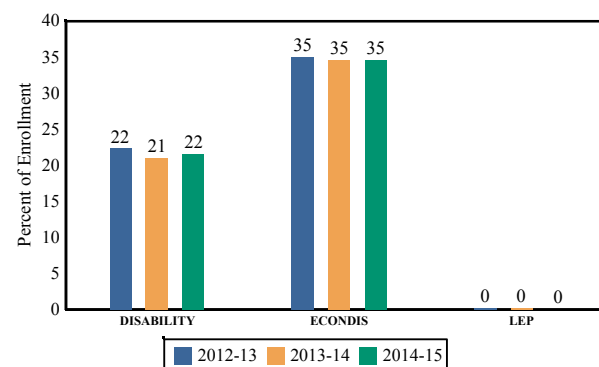This graph presents the count of students by gender who were 'on roll' in October of each school year.
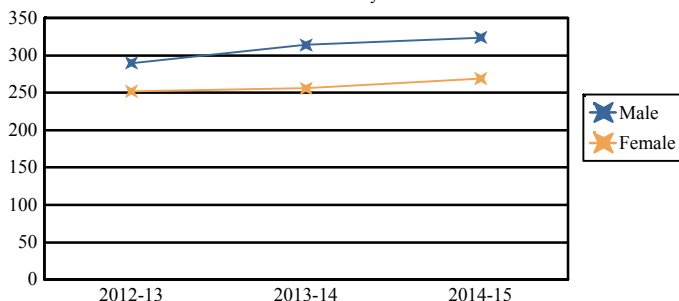
	Male	Female
2012-13	290	252
2013-14	314	256
2014-15	324	269

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.
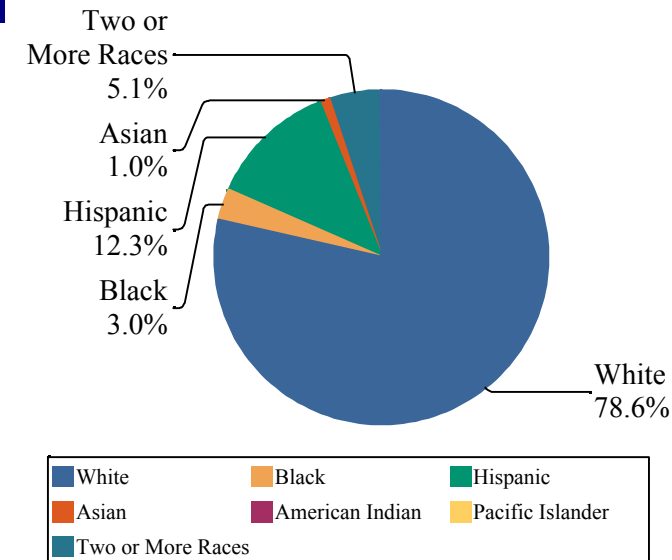

Current Year Enrollment by Program Participation		
2014-15	**Count of Students**	**% of Enrollment**
Students with Disability	128	22%
Economically Disadvantaged Students	205	34.6%
English Language Learners	0	0.0%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	95.6%
Spanish	3.4%
Arabic	0.3%
Polish	0.2%
Vietnamese	0.2%
Pilipino	0.2%
Other	0.2%

ACADEMIC ACHIEVEMENT

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GRADE SPAN   05-06

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	59%	100	61
Math Met or Exceeded Expectation	35%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	513	59.3%	95%	90.1%	YES*
White	406	62.1%	95%	89.3%	YES*
African American	-	-	--	--	--
Hispanic	60	38.3%	95%	93.2%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	103	26.3%	95%	83.7%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	141	46.1%	95%	88.6%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	512	35.2%	95%	89.9%	YES*
White	405	36.8%	95%	89.1%	YES*
African American	-	-	--	--	--
Hispanic	60	18.3%	95%	93.2%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	103	16.5%	95%	83.7%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	141	31.9%	95%	88.6%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ACADEMIC ACHIEVEMENT
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NJ SCHOOL PERFORMANCE Report

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (*Min. 650*)	**Level 2:** Partially Met Expectations	**Level 3:** Approached Expectations	**Level 4:** Met Expectations	**Level 5:** Exceeded Expectations (*Max. 850*)

ACADEMIC ACHIEVEMENT

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GRADE SPAN   05-06

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	254	751	751	5%	13%	26%	50%	6%	56%	53%
White	206	753	757	3%	13%	24%	54%	6%	60%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	32	739	737	16%	13%	38%	31%	3%	34%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	47	714	723	26%	40%	15%	15%	4%	19%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	66	741	734	9%	23%	29%	36%	3%	39%	31%

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ACADEMIC ACHIEVEMENT

BERKELEY TOWNSHIP ELEMENTARY SCHOOL

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GRADE SPAN   05-06

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PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	259	754	749	7%	9%	22%	52%	11%	63%	50%
White	200	755	755	7%	7%	23%	55%	10%	64%	59%
African American	11	752	732	9%	9%	9%	55%	18%	73%	29%
Hispanic	28	742	736	11%	21%	25%	36%	7%	43%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	19	758	753	5%	11%	16%	42%	26%	68%	57%
Students with Disability	56	717	718	30%	23%	14%	27%	5%	32%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	75	743	733	12%	8%	28%	44%	8%	52%	30%

ACADEMIC ACHIEVEMENT

BERKELEY TOWNSHIP ELEMENTARY SCHOOL

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GRADE SPAN   05-06

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	254	739	744	3%	24%	42%	31%	1%	31%	42%
White	206	740	749	2%	22%	42%	33%	1%	33%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	32	731	733	3%	34%	44%	19%	0%	19%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	47	721	724	9%	49%	30%	13%	0%	13%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	66	733	731	3%	30%	41%	26%	0%	26%	23%

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ACADEMIC ACHIEVEMENT

BERKELEY TOWNSHIP ELEMENTARY SCHOOL

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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	258	741	743	5%	21%	35%	37%	2%	39%	42%
White	199	742	749	4%	20%	36%	38%	3%	40%	50%
African American	11	737	726	18%	18%	9%	55%	0%	55%	19%
Hispanic	28	731	731	14%	25%	43%	18%	0%	18%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	19	742	745	5%	21%	32%	42%	0%	42%	44%
Students with Disability	56	719	718	16%	38%	27%	20%	0%	20%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	75	736	729	5%	32%	25%	35%	3%	37%	23%

ACADEMIC ACHIEVEMENT

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4   http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8   http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4   http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8   http://www.nj.gov/education/pr/1415/naep/naep8math.html

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	**Grade 4**	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	**Grade 4**	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

State of New Jersey
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COLLEGE AND CAREER READINESS

BERKELEY TOWNSHIP ELEMENTARY SCHOOL

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.
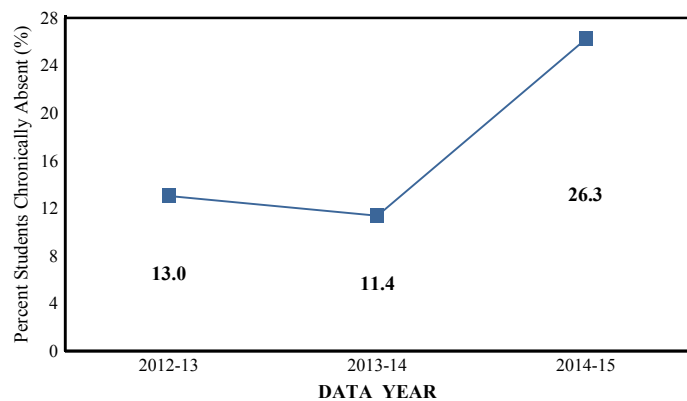
Chronic Absenteeism for 2014-15	26.26%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.
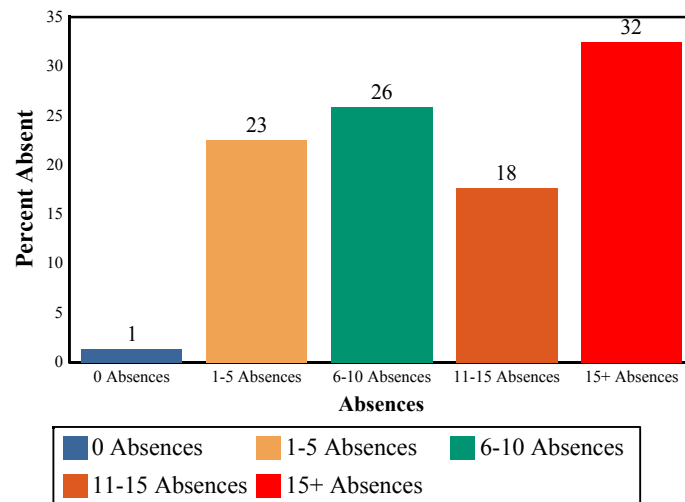
STUDENT GROWTH

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BERKELEY TOWNSHIP ELEMENTARY SCHOOL

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	57	75	70	35	YES
Student Growth on Math	39	30	18	35	YES
		53	44		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	7%	3%	1%
Approached	9%	9%	7%
Met	7%	16%	28%
Exceeded	0%	1%	7%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	14%	6%	3%
Approached	16%	15%	9%
Met	11%	10%	11%
Exceeded	0%	0%	1%

Low Growth is defined as an **Student Growth Percentile score less than 35**.
Typical Growth is defined as an **Student Growth Percentile score between 35 and 65.**
High Growth is defined as a **Student Growth Percentile score higher than 65.**

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WITHIN SCHOOL ACHIEVEMENT GAP

BERKELEY TOWNSHIP ELEMENTARY SCHOOL

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	767	773
50th	751	751
25th	732	728
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	752	763
50th	736	743
25th	723	723
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	40

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 06	Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	774	770
50th	756	749
25th	737	726
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	44

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	759	763
50th	741	742
25th	723	721
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	42

SCHOOL CLIMATE
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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 25 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.2%

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	593

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CDS CODE	GRADESPAN	ECONOMICALLY DISADVANTAGED	ENGLISH LANGUAGE LEARNERS	SPECIAL EDUCATION
ATLANTIC	EGG HARBOR TWP	H. RUSSEL SWIFT ELEMENTARY SCHOOL	01-1310-050	PK-03	32.3%	6.6%	9.5%
BERGEN	BOGOTA BORO	E. ROY BIXBY	03-0440-030	PK-06	44.3%	9.4%	18%
BERGEN	NORTH ARLINGTON BORO	WASHINGTON ELEMENTARY SCHOOL	03-3600-080	PK-05	31.4%	5.6%	11.6%
BURLINGTON	NORTH HANOVER TWP	NORTH HANOVER TOWNSHIP UPPER ELEMENTARY SCHOOL	05-3650-036	05-06	34.6%	0.4%	19.5%
CAMDEN	BERLIN TWP	JOHN F KENNEDY ELEMENTARY SCHOOL	07-0340-050	PK-03	33.4%	5.3%	13.2%
CAMDEN	COLLINGSWOOD BORO	JAMES A. GARFIELD ELEMENTARY SCHOOL	07-0940-050	KG-05	39.2%	15.4%	3.8%
CAMDEN	GLOUCESTER TWP	LORING-FLEMMING ELEMENTARY SCHOOL	07-1780-090	KG-05	40.5%	7.7%	14.5%
CAMDEN	MOUNT EPHRAIM BORO	MARY BRAY ELEMENTARY SCHOOL	07-3420-030	PK-04	32.4%	0.8%	17.2%
CAMDEN	RUNNEMEDE BORO	ALINE BINGHAM ELEMENTARY SCHOOL	07-4590-020	PK-03	34.3%	2.9%	17.5%
CAPE MAY	OCEAN CITY	OCEAN CITY PRIMARY SCHOOL	09-3780-070	KG-03	36.2%	8.1%	9.1%
CUMBERLAND	MILLVILLE CITY	RIECK AVENUE ELEMENTARY SCHOOL	11-3230-085	KG-05	58.2%	10.9%	27.6%
GLOUCESTER	MONROE TWP	OAK KNOLL ELEMENTARY SCHOOL	15-3280-090	KG-04	30.4%	0%	15.4%
MERCER	EWING TWP	FRANCIS LORE ELEMENTARY SCHOOL	21-1430-105	PK-05	32.8%	2.4%	14.5%
MERCER	LAWRENCE TWP	ELDRIDGE PARK SCHOOL	21-2580-080	KG-03	30.4%	5.1%	11%
MIDDLESEX	PISCATAWAY TWP	GRANDVIEW ELEMENTARY SCHOOL	23-4130-080	PK-03	32.6%	7.7%	5.9%
MIDDLESEX	SAYREVILLE BORO	SAMSEL UPPER ELEMENTARY SCHOOL	23-4660-085	PK-05	35.6%	1.4%	18.9%
MIDDLESEX	WOODBRIDGE TWP	MATTHEW JAGO ELEMENTARY SCHOOL	23-5850-150	PK-05	38.4%	0.2%	26.8%
MIDDLESEX	WOODBRIDGE TWP	WOODBINE AVENUE ELEMENTARY SCHOOL	23-5850-320	KG-05	37%	12.6%	4.7%
MONMOUTH	EATONTOWN BORO	MEADOWBROOK	25-1260-080	PK-06	34.9%	0.7%	19.2%
MORRIS	MORRIS SCHOOL DISTRICT	SUSSEX AVENUE SCHOOL	27-3385-105	03-05	35.6%	2.5%	18.9%

29-0320-025

SCHOOL PEER GROUP

BERKELEY TOWNSHIP ELEMENTARY SCHOOL

OCEAN

BERKELEY TWP

GRADE SPAN 05-06

10 EMORY ROAD

BAYVILLE, NJ 08721

OCEAN	BERKELEY TWP	**BERKELEY TOWNSHIP ELEMENTARY SCHOOL**	29-0320-025	05-06	34.6%	0%	21.6%
OCEAN	BRICK TWP	**DRUM POINT ROAD ELEMENTARY SCHOOL**	29-0530-030	KG-05	31.7%	0%	18.5%
OCEAN	BRICK TWP	**LANES MILL ELEMENTARY SCHOOL**	29-0530-045	KG-05	33.8%	0%	21.1%
OCEAN	JACKSON TWP	**CRAWFORD-RODRIGUEZ ELEMENTARY SCHOOL**	29-2360-030	KG-05	31.9%	4.5%	14%
OCEAN	LACEY TWP	**MILL POND ELEMENTARY SCHOOL**	29-2480-055	05-06	33.2%	0.4%	20.6%
OCEAN	MANCHESTER TWP	**RIDGEWAY ELEMENTARY SCHOOL**	29-2940-050	KG-05	30.8%	3.7%	14.3%
OCEAN	OCEAN TWP	**WARETOWN ELEMENTARY SCHOOL**	29-3820-050	PK-03	31.9%	0%	16.7%
PASSAIC	CLIFTON CITY	**SCHOOL #13**	31-0900-180	KG-05	46.4%	20.5%	3.3%
PASSAIC	WAYNE TWP	**RYERSON ELEMENTARY SCHOOL**	31-5570-140	KG-05	46%	12.4%	16%
SOMERSET	SOMERVILLE BORO	**VAN DERVEER ELEMENTARY SCHOOL**	35-4820-090	PK-05	37.8%	3.9%	17.8%
WARREN	MANSFIELD TWP	**MANSFIELD TOWNSHIP ELEMENTARY**	41-2970-050	PK-06	30.3%	2.6%	13%